

Using Multiple Approaches with Children on the Autism Spectrum

Karen Casey, MA, CCC-SLP

Durham CDSA

Assistive Technology Resource Center

Karen.Casey@ncmail.net

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Objectives

- Talk about and see examples of using multiple approaches to serve children with ASD
- Discuss tips for things that work
- Provide examples of IFSP outcomes and activities
- Resources

Best Practice

- *Child and Family*: wants and needs
- *Environments*: home, school, community
- *Activities*: play, daily routines, story time
- *Tools*: all areas of AT
- *Trials*: in *natural* environments
- *Determine what types of AT will help meet outcomes* (AT is the tool; a support not the outcome)

Choosing an Approach: Considerations

- Your underlying philosophy & beliefs
- Family supports
- The research
- What you want to accomplish
- There is no one best approach for everything but there are best practices

Resources by Joanne Cafiero

- Book: Meaningful Exchanges for People with Autism
 - Natural Aided Language Stimulation: reciprocal, shaping, communication partners are both giving and receiving input
 - “Thankfully, there are no cognitive, behavioral, or language prerequisites, or gatekeeper skills required for most AAC interventions. In other words, it doesn’t matter where your child or student is on the autism spectrum, whether or not he has any functional speech, if he has mental retardation, splinter skills or is cognitively more typical. If he has difficulties understanding and retrieving language, or difficulties with word retrieval, AAC can help.
- CTG Solutions Article, April/May 2007: Challenging our belief systems regarding people with autism and AAC: Making the least harmful assumptions.

Why AAC? (Cafiero, 2005)

- Visual learners
- Static and predictable
- Simple motor act required
- Inanimate objects as tools
- Buffer and bridge between communication partner
- AAC interventions don't apply pressure and stress
- Instant means to communicate, preempting difficult behaviors
- Provides means of language comprehension that relies on recognition rather than memory.
- A vehicle for more complex learning and increasing brain connections

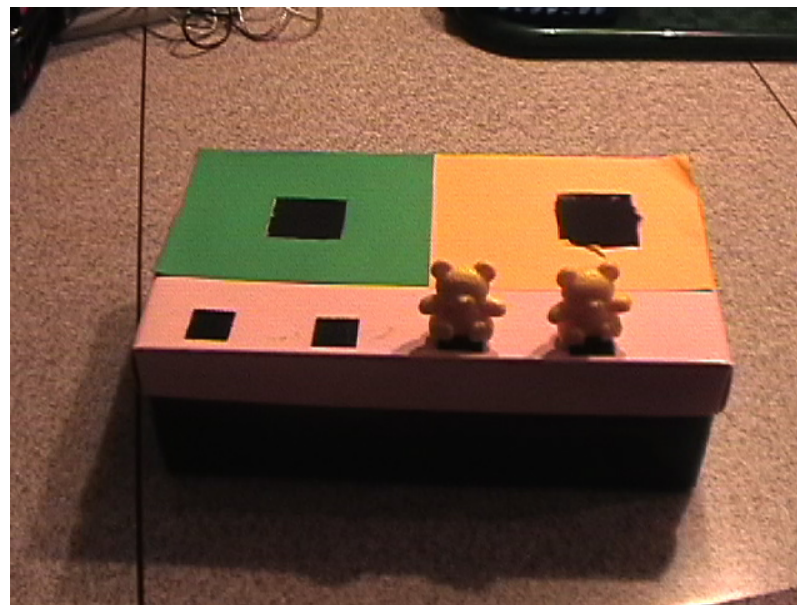
Briana, Trish (mom) and Katie (SLP)

- 2 years, 9 months
- Sensory seeking
- Trish (mom) works hard at learning, providing and adapting various approaches to meet Briana's needs



Two Approaches

- TEACCH
Objectives: (per mom)
- Teach functional communication
- Structured teaching
- Provide visual supports
- Develop easy to use communication systems



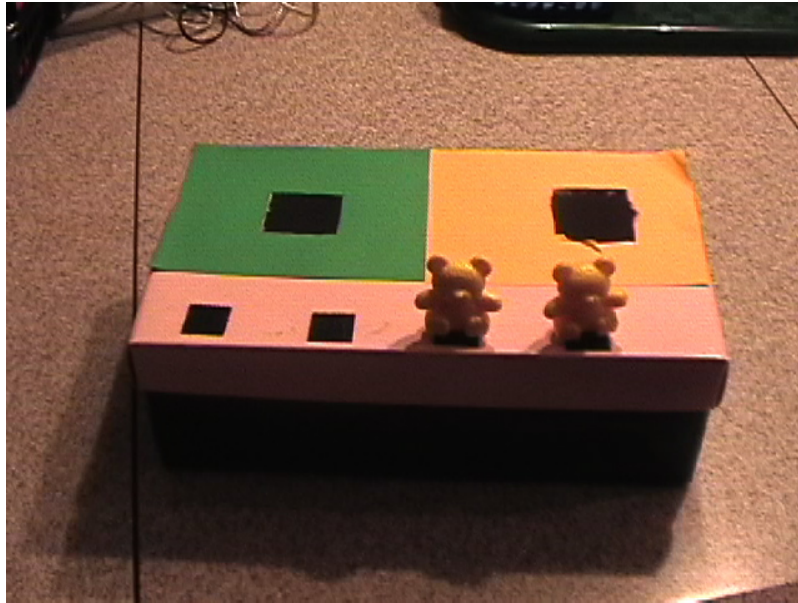
Two Approaches

- Floortime
 - Objectives: (mom)
 - Relationship driven
 - Focus is on functional emotional development
 - Sensory input for neurological organization
 - Follow the child's lead



TEACCH box skills

“Learning how to learn”; fine motor skills,
readiness skills



TEACCH box skills



Matching, Sorting, Motor Planning, Visual Motor, Sequencing, Task Completion, Independent Work

TEACCH

- Work at a table
- Left to Right order
- Finished can or pocket for choices
- Finished Box at the right



TEACCH Boxes and Folders: Why kids like them!

- Comfort-know what is expected
- Predictability
- Clear when it's finished
- Stick with it until it's finished
- Success



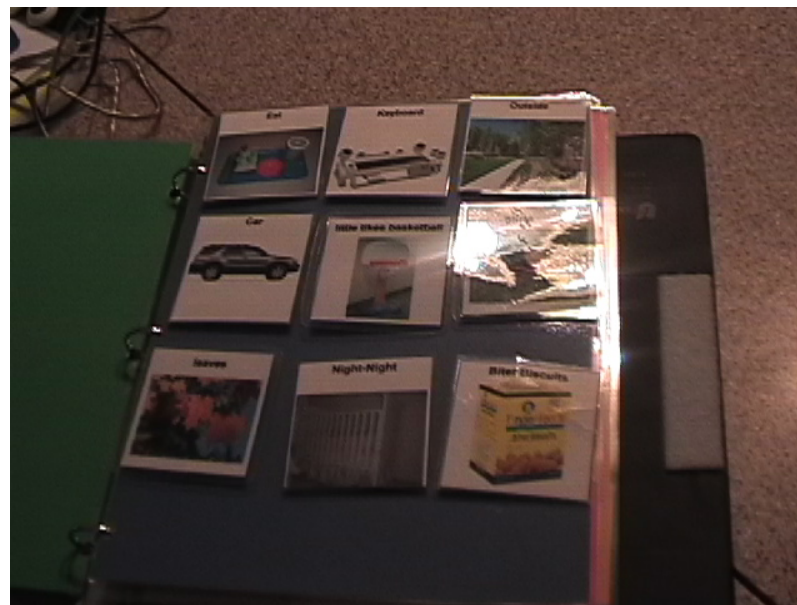
Briana: AAC during the day

- Notebook of pull off choices organized by categories



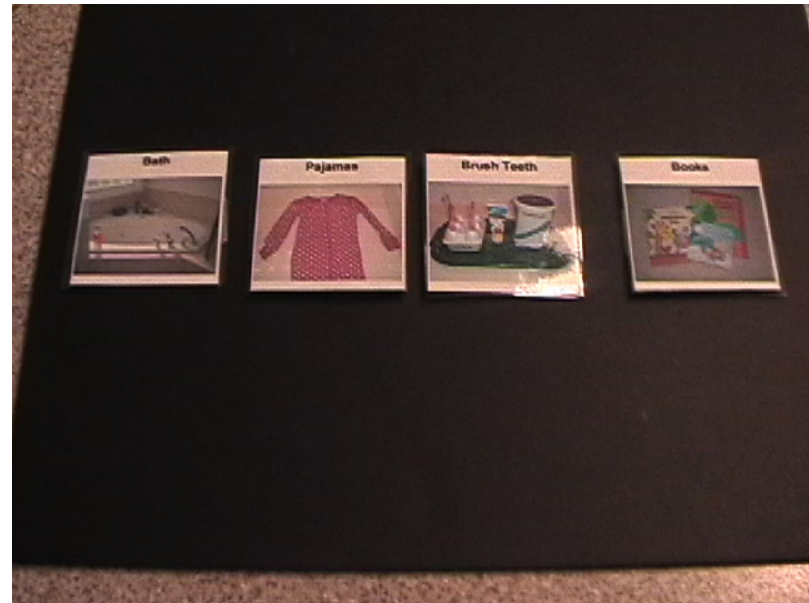
AAC during the day

- Visuals include daily routines (e.g. going in the car, outside) provided as *input* and *choices*.



AAC during the day

- Visual input about her daily routines



AAC during the day

- Video and TV choices narrowed down to 2 at a time to begin
- Velcro on outside of notebook



TEACCH boxes as choices

- Using favorite “work” activities as leisure choices
- Pictures available; boxes out of reach



TEACCH boxes as choices

- Comfort
- But what about language?



AAC during the day

- Ready to quickly give a choice of videos when she indicates need for a change.



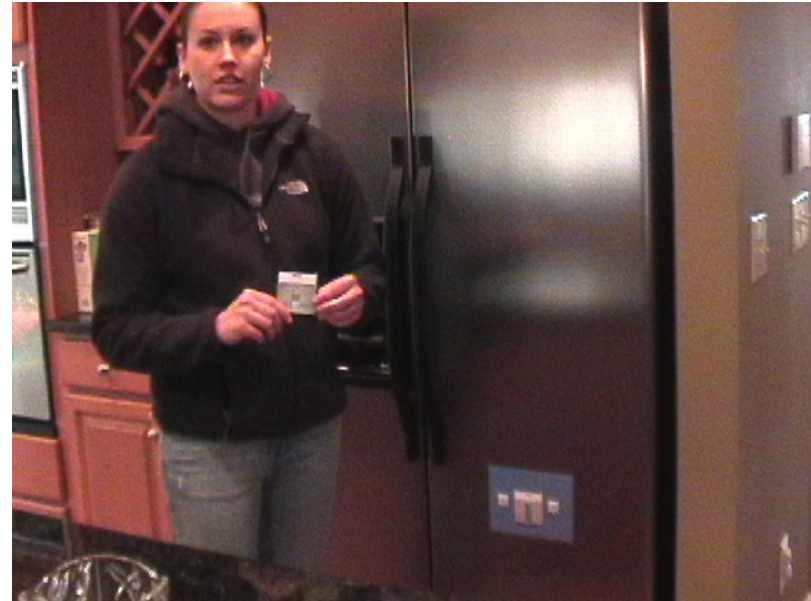
AAC during the day

- Toothbrushing trauma turns predictable!



AAC during the day

- Drink choice at the refrigerator
- Symbols in the location where used



AAC during the day

- Visual snack choices on the pantry door.
- Issues with over requesting



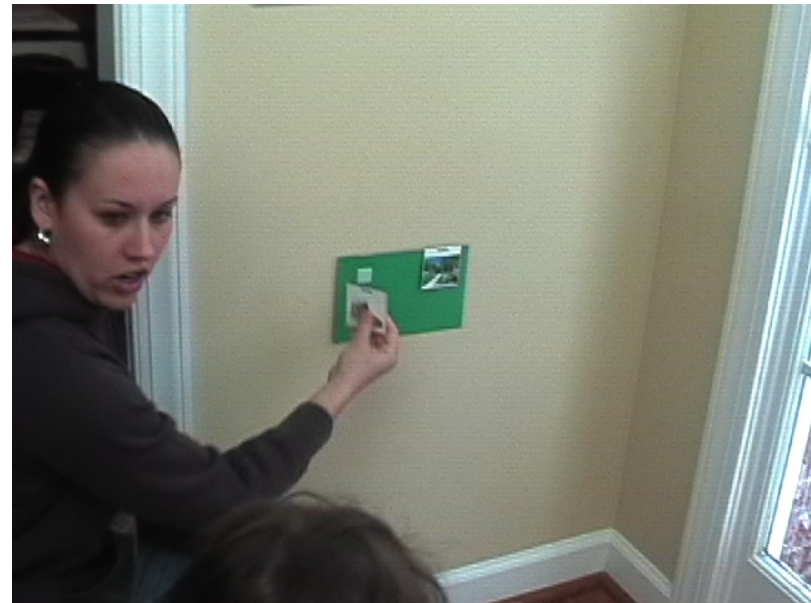
AAC during the day

- Structured snack time.
- But don't forget to allow initiation!



AAC during the day

- Getting ready to go outside
- Transition symbols by the door



AAC during the day

- Choices when outside



AAC during the day

- Following her lead but inserting opportunities for choice and problem solving.



AAC during the day

- Who shall I jump to?



Why I need structured learning

- Some of my favorite things.



Structured Speech Language Therapy

- Visual *schedule* of activities
- Left to right order
- Alternate familiar and predictable TEACCH boxes with language and literacy activities.



Structured Speech Language Therapy

- First I take off the picture of the activity after the therapist names and points to it.



Structured Speech Language Therapy

- I do the activity



Structured Speech Language Therapy

- When done, I put the picture in the finished can



Structured Speech Language Therapy

- I put the activity in the finished basket.



Structured Speech Language Therapy

- I choose the next picture in the schedule



Structured Speech Language Therapy

- I love my TEACCH Boxes
- But when offered free choice...



Structured Speech Language Therapy

- Sometimes I have challenges around the language and literacy activities.
- How to make the unfamiliar become familiar?



Structured Speech Language Therapy

- I need to practice my turn taking and I love music.



Structured Speech Language Therapy

- When we are done, I am shown a picture to transition me to the next activity.



Adding more choice to Structured Speech Therapy

- Build the schedule of activities together by putting in choices.
- Using language rich activities that build on what she likes: matching in familiar books but also reading.
- Sensory play activities
- Play choices: 2 messages for balloon play, 2 markers for art, 2 people to jump to, 2 TEACCH boxes,

Caleb

- 2 years, 11 months old
- No words; a few signs; specific gestures and going to locations (e.g. kitchen, door)
- Repetitive Play when left alone
- Significant motor planning difficulties; took 6 months to learn to get in and out of chair by himself.



Caleb

- Began with photos and some signs of daily routines for *input* so he could follow directions. Presented as visual schedule.
- Presenting one visual cue at a time over many times a day mostly for daily routines.
- Cork board with velcro stapled on



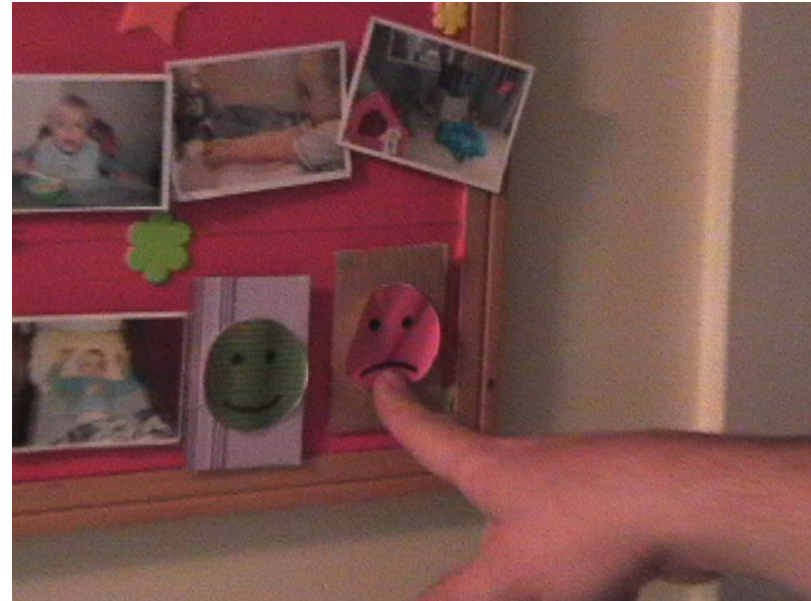
Caleb finished can

- Used a “finished can” to put symbols in when done and took can to all locations (visual closure system).
- He likes putting card in the can.



Caleb's visual cues

- Time out with frown and then smiley face symbols when over
- Object choices
- With picture and symbol **choices** he was less consistent.
- Does he not like choice wondered his parents



Caleb TEACCH boxes

- TEACCH boxes used but quickly became too easy ...he became inconsistent..playing
- Loves TEACCH materials; successful and “doesn’t have to think” according to parents



Caleb

- Introduced song choices and speech generating devices recently



Things that work!

- Create opportunities for communication and make sure AAC is “convenient and available” to the users (Cafiero)
- *Ongoing* input
- Give it time!



Engineering the Enviornment



Engineering the environment



Motivating Activities First

- Activities to get the child engaged
 - Sensory toys: bumble ball, water play, koosh
 - Sensorimotor games: bounce, tickle, jump, swing
 - Toys with parts: puzzles, shape sorters, stackers, Mr. Potato head; TEACCH boxes
 - Activities that facilitate reciprocal interaction: bubbles, blocks in form board, ball, train on track back and forth, puppets

Special AT Tools for children with ASD

- Weighted vests or belts
- Neoprene vests
- Visual Schedules & Visual Cueing Tools (e.g. First/Then Board, activity sequences for routines).
- Behavioral Regulation Symbols (*don't climb, stop, wait, get in line*)
 - Look at www.wati.org

On the Go Timer and symbols on lanyard



Activity sequences on location



Symbols in books with 7 mil laminate!



Sample Outcomes & Activities

- Specify Behavior (desired of the child or others)
 - E.g. Will sleep through night, will eat meal with spoon, will play with peers, will tell me what he wants, needs and likes, will understand simple directions
- Specify Condition (what routines)
 - At bedtime, during mealtime, while playing
(In *Activities*: with adapted books, with communication symbols, with speech generating device with 8 messages, with verbal plus visual supports for input)
- Measureable Criterion (how often or how long)
 - You will see it during the activity/daily routine!
 - **Avoid**: Increase, decrease, 4 out of 5 trials, 50% accuracy

V. IFSP Outcomes

Family's Concerns, Priorities, and Resources		Child's Abilities/Needs	
<i>What is important to the family</i>		<i>Where the child is now</i>	
Outcome # _____	Start Date _____	Target Date _____	
<i>Where we want to go</i>			
Activities			Person Responsible
<i>How we will get there?</i> <i>AT is one of the ways!</i>			
Date Reviewed	Outcome Status	Comments on Status	Child's Name _____ Record Number _____ Agency Code _____ Section Number _____

Sample Outcomes and Activities

- **John will make a choice of food at snack or mealtime.**
(Activity: using a sign, picture or word)
- **Juan will understand when I tell him where to go in the house**
(Activity: using verbal plus visual supports as input)
- **Antoine will play at home with his sister for 10 minutes** *(Activity: using sensory turn taking games, at computer)*

Outcome: Sam will feed himself and let me know what he wants to eat when I give him choices at snack and mealtime.

Integrated Activities:

- 1. Position in booster seat with laptray for mealtime.**
- 2. Use adapted spoon, scoop plate**
- 3. Communicate food preferences using Italk 2 or other 2 choice device that fits on tabletop surface.**
- 4. Interact with parents and siblings during mealtime using various comments on a 4 symbol communication display.**

Resources

- Tasks Galore Publishing, Inc. (A collection of structured activities for children with ASD which looks at task ideas for fine motor skills, readiness, language arts, math, reasoning, play (on TEACCH website)
www.tasksgalore.com
- Home Teaching Kits (designed for families to use structured teaching in the home). Includes video. (on TEACCH website).
www.blueridgebagsandmore.com

References

- Greenspan, S.I. 1992. Infancy and Early Childhood: The Practice of Clinical Assessment and Intervention with Emotional and Developmental Challenges. Internatinal Universities Press, P.O. Box 1524, Madison, CT 06443
- TEACCH: www.TEACCH.com
- Susan Norwell, Focused Learning Solutions, Special Educator

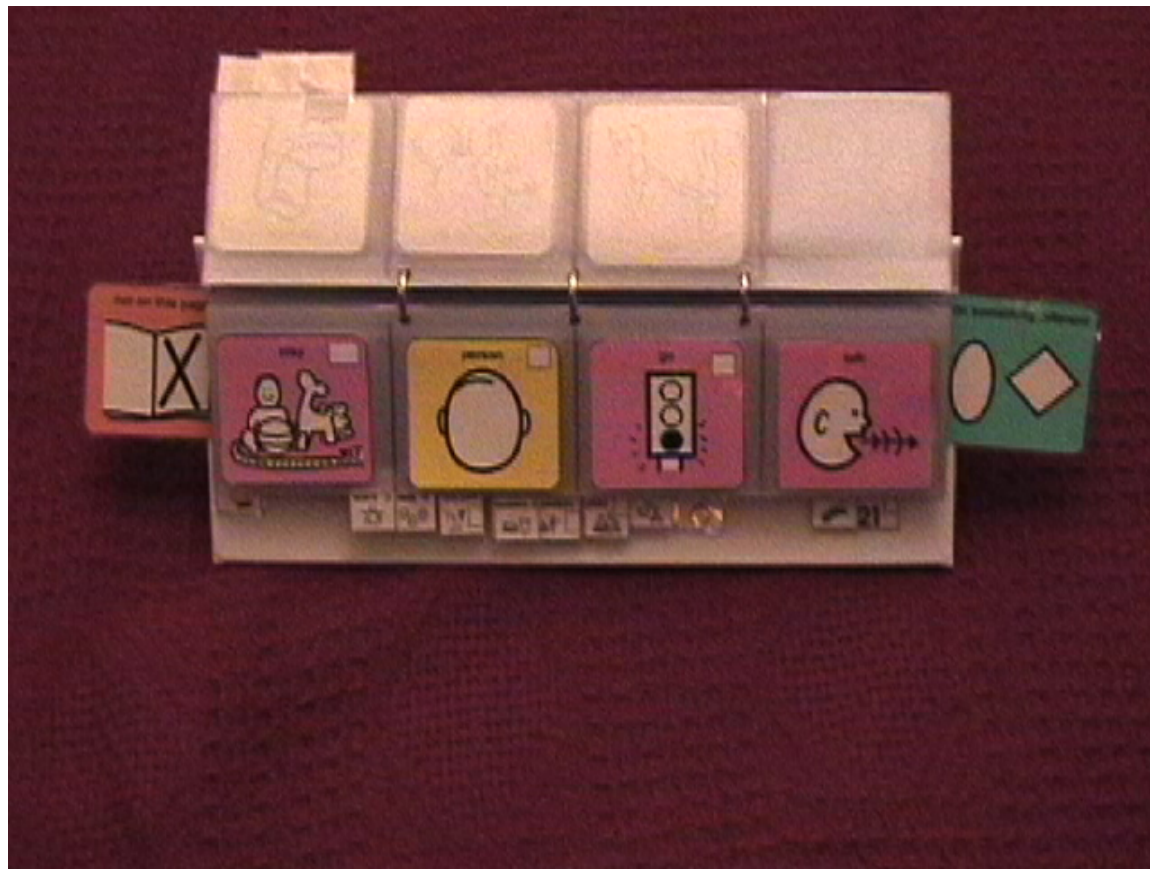
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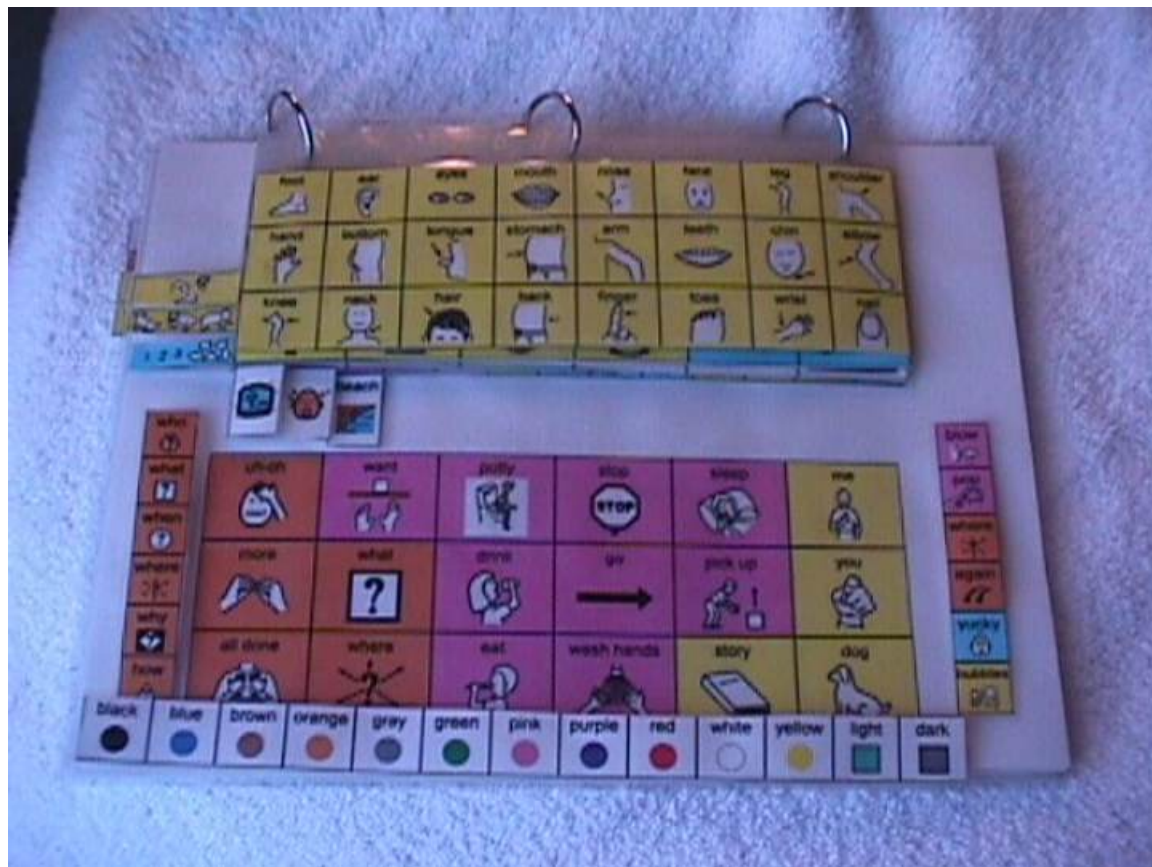
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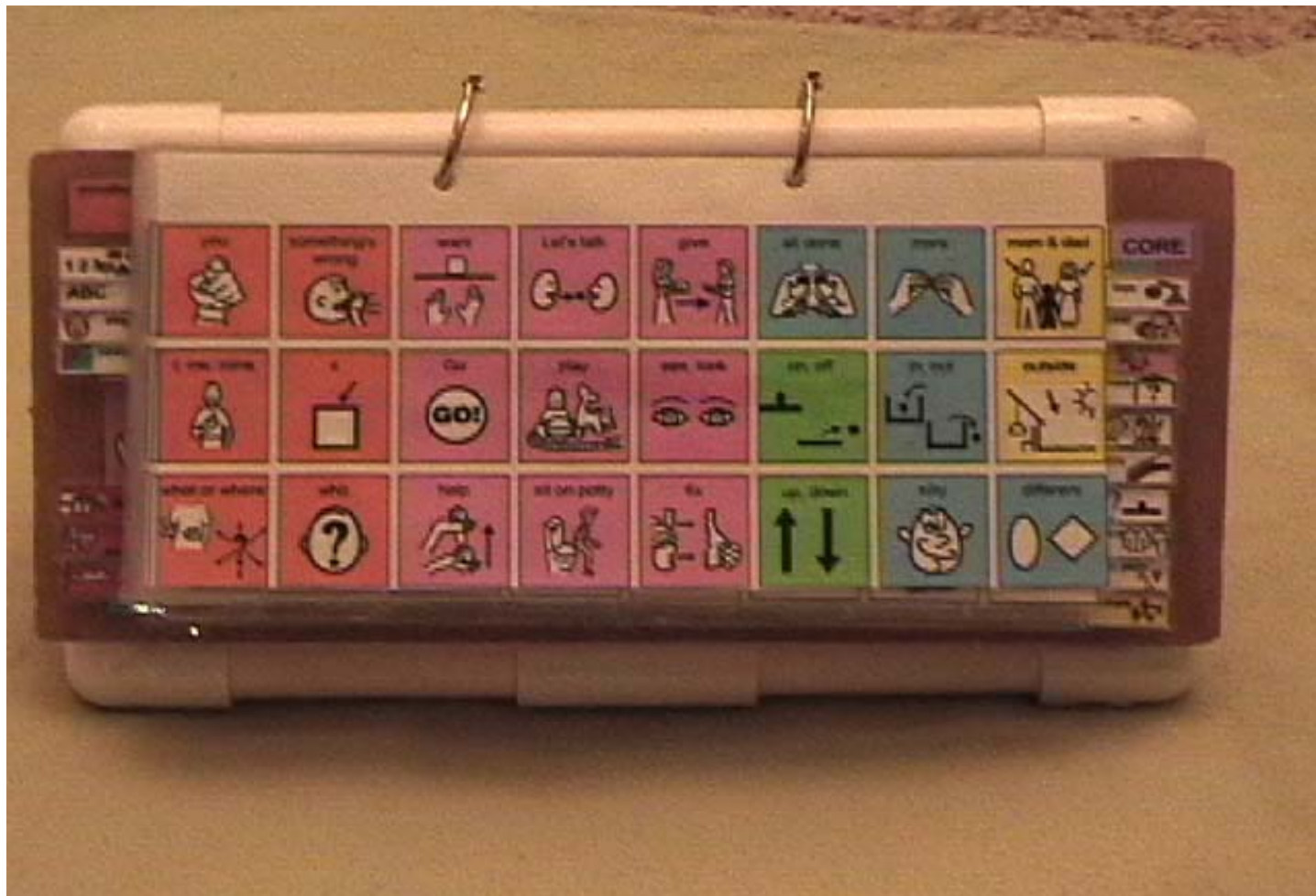
Something extra!



Sherry's Lite Tech Flip



Notebook 24 location flip



ATRC Flip Systems CD

Four Location, Tab Top Flip, PVC/Notebook Easel Flip

- **This CD allows you to print and assemble the following:**
- Four-Location Light Tech Dynamic Flip System
- Tab-Top Flip Light Tech System
- PVC and Notebook Easel System
- Boards available in Boardmaker format for editing with Boardmaker 5.0
- Boards available in PDF format (cannot be edited)
- Instructions on assembling the systems
- Article describing the development of the systems and tips for use!
- These communication systems were created using Boardmaker Picture Communication Symbols © 1981-2004 Mayer-Johnson Inc., Solana Beach, CA. USA. All rights reserved worldwide. Used with permission.
- **Platform:** Windows and PDF
- Contact Karen Casey, karen.casey@ncmail.net